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ABSTRACT

This document contains 183 annotated bibliographic citations. The entries are divided into goals and longrange planning, administration and faculty, curriculum and instruction, space utilization and scheduling, student characteristics, recruitment and admissions, prediction and academic performance, perception of the college environment, retention, attrition and transfer, and miscellaneous. Entries are cross-referenced where appropriate. (RA)

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ANNOTATED BIBLIOGRAPHY OF INSTITUTIONAL RESEARCH

1970-1971

James K. Morishima
Editor

EA 004 271

THE ASSOCIATION FOR INSTITUTIONAL RESEARCH
1971

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FOREWORD

This annotated bibliography of institutional research is the fifth in a series published by the Association for Institutional Research (AIR) for distribution to the organization's membership and other interested persons. For the past five years members of AIR have been requested to submit abstracts of institutional studies which would be of general interest to members and which would be available to persons desiring a copy.

As in the previous editions, editing of the annotations has been minimal. This accounts, in part, for the variation in length of the entries. Some annotations are fairly extensive while others are quite short. Some editing has been necessary, however, to gain consistency in form and to meet space limitations.

With few exceptions, the editor has placed the entries in categories specified by the authors. Needless to say, many studies could be classified differently and many could be placed in more than one category. Because of the brevity of the bibliography an author index has been included and refers the reader to the numbers of the entries submitted by an author.

This year a cross-indexing procedure has been instituted with entries cross-listed under appropriate headings submitted by the authors.

Where an entry makes no mention of cost it may be assumed that a single copy of the report is available free. Where there is a purchase price indicated for a particular study it is suggested that the purchase price accompany the purchase order. Copies of most of the entries will be on display at the Annual Forum on May 1-4, 1972, at the Deauville Hotel, Miami Beach, Florida. The display items will be identified by a number corresponding to the listing in this bibliography.

The preparation of this bibliography has been greatly facilitated by the editorial assistance of Judith Fiedler. She is due special appreciation for the preliminary editing of the entries. I should also like to express my personal appreciation to Karen Malkoff, Suzanne Pierce, and Rita Leigh who, not only typed the final copy of the manuscript but contributed many helpful editorial suggestions. That team also proofed the final copy and prepared the author's index. Their work greatly facilitated the editorial task.

James K. Morishima
Editor

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ANNOTATED BIBLIOGRAPHY OF INSTITUTIONAL RESEARCH

1970-1971

GOALS AND LONG RANGE PLANNING

1. Blai, Boris, Jr. Job Satisfaction and Work Values for Women (IRR 70-40), Dr. Boris Blai, Jr., Harcum Junior College, Bryn Mawr, Pennsylvania, 1970, 14 p. $1.00.

   Women evidence some variation in their work values according to age, marital status, socio-economic class, career pattern, employment status, field of work, and education. However, there is a consistently strong degree of similarity between expressed work values (job satisfaction elements). Mastery-Achievement and Social values are consistently ranked among "top 3" job satisfaction values, and least pre-potent are the values of Dominance-Recognition and Economic for a sample of almost 1900 women.

2. Burton, Dee and Paskas, Ronald. Student Rights at 68 Institutions Comparable in Size to FDU, Office of Institutional Studies, Fairleigh Dickinson University, Rutherford, New Jersey 07070, 1970, 37 p.

   Tabular summary of policies concerning student right and responsibilities at 68 universities with student enrollments of 15,000 or more.

3. Glenny, Lyman A.; Verdahl, Robert; Palola, Ernest; and Paltridge, Gilbert. Coordinating Higher Education for the '70's, Center for Research and Development in Higher Education, University of California, Berkeley, California, 1971, 96 p., $2.00.

   A set of guidelines for ideal practices of statewide coordinating and governing boards derived from several research projects. Guidelines are provided on planning, budgeting, program review, management information systems and administration of federal aid programs.

4. Gramza, Ken Robert and Jakovich, Cecilia. The Potential Effects of Tuition Increases on the Demand for Education at F.C.C. Report #1: Formulation of a Tuition Policy for Federal City College, Federal City College, Office of Planning and Development, Washington, D.C., 1971, 31 p.

   This investigation attempts to provide an analysis to support the development and formulation of a tuition policy responsive to the needs of students and sensitive to FCC's desire for a gradual growth in enrollment. It is projected that the impact of the Board of Higher Education's tuition resolution can be measured, tools and a data base for policy formulation can be provided, and a range of possible tuition alternatives can be offered.

5. Gramza, Ken Robert and Jakovich, Cecilia. The Potential Effects of Tuition Increases on the Demand for Education at FCC. Report #2: A Cost Analysis of Educational Opportunity at Local Colleges and Universities for Residents of the District, Federal City College, Office of Planning & Development, Washington, D.C., 1971, 14 p.

In a study of the cost for a D.C. resident to attend any one of 16 colleges in the Washington Metropolitan area, results indicate that Federal City College is one of the two least expensive institutions and exhibits a competitive edge in price when compared with schools offering similar academic programs. Expenditures other than tuition and fees are broken down so that each institution can be compared in like terms.

6. Gramza, Ken Robert and Cisco, Narda. The Potential Effects of Tuition Increases on the Demand for Education at FCC. Report #3: Opinions of FCC Students on Tuition; Student Characteristics: Employment, Incomes, and Occupations, 1971, 30 p.

Reports the findings of the Federal City College (FCC) Tuition Preference Survey. The report is divided into two sections: 1) a summary of the three categories of student employment status, occupation and incomes; attitudes about tuition; and general opinions on the quality of FCC; and 2) a discussion on how accurately the sample (192 responses from 245 students surveyed) represents the total student body.

7. Keene, T. Wayne and Strenglein, D. D. A Study of Expenditures for Expense Categories by the Colleges, Office of Academic Services, University of South Florida, Tampa, Florida 33620, 1970, 48 p.

The purpose of this study is to show how expense money is apportioned among instructional departments, to provide expenditure patterns among various supplies and services for use in evaluation and policy making, to compare expenditure data with equivalent data for comparable units at Florida State University and to encourage awareness of the significance of one aspect of financial support patterns relative to the number of faculty and students.

8. Kells, H. R. Institutional Accreditation in Transition, Commission on Higher Education, Middle States Association, 225 Broadway, New York, New York 10007, 1971, 7 p.

Discusses the changes taking place in institutional accreditation procedures. Flexible approaches to self-study are mentioned and the need for much more institutional research on the outcomes of educational programs is discussed.

9. Kells, H. R. and Kirkwood, R. Institutional Self-Study Handbook, Commission on Higher Education, Middle States Association, 225 Broadway, New York, New York 10007, 1971, 30 p., $0.50.

A complete, self-contaired guide to institutional self-study including various recommended procedures, question guides, and other helpful hints.

10. Lucas, John A. Community Response to the Long Range Planning Model, Office of Planning & Development, William Rainey Harper College, Palatine, Illinois 60067, 1971, 10 p.

A survey was made of 332 residents selected at random from the community which serves Harper College. The purpose of this study was to solicit responses to the key parameters in the long range planning model. The study shows part of the planning process and serves as a model for community surveys in general.

11. Reigle, Robert L. Part-Time FDU Undergraduate Program: A Resource Paper, Office of Institutional Studies, Fairleigh Dickinson University, Rutherford, New Jersey 07070, 1971, 67 p.

Under heavy competition from new, low-tuition public colleges, New Jersey private institutions are experiencing continuing declines in part-time undergraduate enrollment, especially first- and second-year equivalent enrollment. The information presneted was designed to facilitate part-time program re-evaluation by an All-University Committee. Part I compares FCU enrollment trends with those of the "primary commuting area." Part II discusses admissions, matriculation, counseling and grading. Part III gives a statistical profile of the part-time teaching staff.

12. Steele, Matt W. The Development to Date of a Reduced Input Academic Model at the University of Miami, Matt W. Steele, Associate Director Institutional Research, Box 8024, University of Miami, Coral Cables, Florida 33124, 1971, 8 p.

The one unique aspect of this model is the fact that no induced cross loading input are necessary; yet the output is exactly the same as output where induced cross loading data are an input. At present, the only input data needed are headcount enrollment data at the school or department level. The output consists of course enrollments in each course, in each department and in each school.

13. Uhl, Norman P. Identifying Institutional Goals: Encouraging Convergence of Opinion Through the Delphi Technique, National Laboratory for Higher Education, Durham, North Carolina, 1971, 86 p., 1st printing free.

This study conducted at five different institutions of higher education indicated the usefulness of combining the Delphi technique and the Institutional Goals Inventory for the purpose of identifying and achieving consensus with regard to the goals of a higher education institution.

See Also: 14, 18, 19, 20, 30, 36, 37, 38, 40, 50, 100, 118, 128, 150, & 151

ADMINISTRATION AND FACULTY

14. Alden, John W. The Utilization of University Resources By Graduate Students, John W. Alden, University of Vermont, Room 237, Waterman Building, Burlington, Vermont 05401, Approx. 200, Loan copy.

15. Anonymous. Grade Distribution Analyses for Indiana University, Bloomington Campus, Bureau of Institutional Research, Indiana University, 305 Bryan Hall, Bloomington, Indiana 47401, 1971, 31 p.

    Reports: 1) general trends at Indiana University for first semester gradepoint averages, by sex of students, 1949-50 to 1969-70; 2) analysis of first semester 1969-70, by departments and student levels; 3) comparative analysis of records of students opting "Pass-Fail" grades and those choosing regular A-B-C-D-F grades.

16. Anonymous. Organizational Charts of Branch Campus Survey, Bureau of Institutional Research, Indiana University, Bryan Hall, Room 305, Bloomington, Indiana 47401, 1971, 6 p.

    The organizational structures of 12 states universities that include branch campuses were studied. The report concentrates on the administrative titles in use on each main campus and at each of the various kinds of branch campuses; 510 different titles are listed.

17. Baily, Robert L. Academic Records and MTST, Governors State University, Park Forest South, Illinois 60466, 1971, 9 p., $1.00.

    A narrative description of how the MTST can be used to generate permanent records and/or transcripts. Works well for traditional and non-traditional grading systems. Flow chart and documents attached.

18. Blai, Boris, Jr. Faculty Attitudes Toward Selected Educational Changes (IRR 71-11), Dr. Boris Blai, Jr., Harcum Junior College, Bryn Mawr, Pennsylvania, 1971, 3 p.

    A survey among some 954 full-time faculty memvers at six widely divergent colleges and universities and at Harcum (a private, independent junior college - which category was not in the major survey), revealed a substantial degree of similar viewpoints. Contrary to the popular stereotype and much of the current speculative literature, there appears to be a large reservoir of faculty sentiment favoring some changes in educational practices.

19. Blai, Boris, Jr. Faculty Attitudes about Student Participation in Academic and Social Policy-Making (IRR 70-24), Dr. Boris Blai, Jr., Harcum Junior College, Bryn Mawr, Pennsylvania, 1970, 11 p., $1.00.

    Comparative evidence about attitudes of Harcum faculty and some 1,069 faculty at six other diverse colleges and universities (not including a private, independent two-year college) indicates that faculty all generally favor student participation in the formulation of social regulations but are generally reluctant to grant students a similar role in academic policy-making.

20. Blai, Boris, Jr. Faculty Participation in Policy Deliberations - Academic Year 1970-1971 (IRR 71-12), Dr. Boris Blai, Jr., Harcum Junior College, Bryn Mawr, Pennsylvania, 1971, 21 p., $1.00.

    In the course of the academic year 1970-1971, as a detailed analysis revealed, some 367 topical discussions and deliberations were engaged in by 48 faculty members in Divisional, Committee, Faculty Assembly and College Council meetings, for an average faculty participation rate of 7 participations per faculty member - a substantial number.

21. Blai, Boris, Jr. Faculty-Ranked Importance of Several Criteria in Pay-Promotion Matters (IRR 70-62), Dr. Boris Blai, Jr., Harcum Junior College, Bryn Mawr, Pennsylvania, 1970, 7 p.

    The views of 36 Harcum faculty members and 1,069 other faculty in six diverse colleges and universities (other than a private, independent two-year college) revealed that despite the variety of schools sampled, as well as the age ranges and academic ranks of the respondents, the high degree of congruence in views is notable.

22. Blai, Boris, Jr. Faculty/Staff and Student-Selected Characteristics of an "Ideal" Student (IRR 71-34), Dr. Boris Blai, Jr., Harcum Junior College, Bryn Mawr, Pennsylvania, 1971, 4 p.

    A parallel survey among 557 Harcum Students and 29 Faculty/Staff personnel revealed a substantial valuation-gap between them in many of their judgements regarding "important" characteristics of the "ideal" student.

23. Bobonich, Harry M. A Study of the College Calendar at Shippensburg State College, Office of Institutional Planning & Research, Shippensburg State College, Shippensburg, Pennsylvania 17257, 1970, 80 p.

    This study is a compilation of information gathered from on- and off-campus sources by the Committee on the College Calendar on which academic calendar would best serve Shippensburg State College. The decision was made to adopt a semester calendar starting in September 1972, in which the first semester will end before the Christmas holiday. The College has operated for a decade on the Term Plan. An extensive bibliography is included.

24. Bolin, John G., Editor. Management Information for College Administrators, Institute of Higher Education, University of Georgia, Athens, Georgia 30601, 1971, 76 p., $1.50.

    This publication deals with the need for an organized information system in College Administration, kinds of information which would be included, information flow, and some techniques used in developing a functional system.

25. Cope, Robert G. Bases of Power, Administrative Preferences and Faculty Job Satisfaction, Area of Higher Education, M207 Miller Hall, University of Washington, Seattle, Washington 98040, 1971, 14 p.

    This was a study of faculty satisfaction in relation to selective administrative characteristics of both his department and the university. Different types of faculty were more or less satisfied with the administration depending upon their role perceptions. The research has more theoretical implications than applied. The theories are those of social power (French and Raven) and faculty types (Gouldner).

26. Diener, Dr. Thomas J., Editor. The Law and Higher Education: Where the Action is!, Dr. Thomas J. Diener, Director, Institute of Higher Education Research and Services, Box 6293, University, Alabama 35486, 1971, 35 p., $1.00.

    Addresses and documents presenting analyses and commentaries on the increasing impact of the courts on the mission and management of colleges and universities.

27. Dwyer, Francis M. and Greenhill, Leslie P. The Role of the Office of the Vice President for Academic Affairs in Institutional Research, 114 Mitchell Instructional Services Building, The Pennsylvania State University, University Park, Pennsylvania 16802, 1970, 25 p.

    Institutional research is conducted in a wide variety of forms within the administrative organization for academic affairs. Special reports are made to the Board of Trustees, to the president, and to the University Senate. Other studies, usually with a narrower focus, are conducted by the University Division of Institutional Services (UDIS). Examples of UDIS projects include evaluation of experimental calendar arrangements, evaluation of honors residence hall programs, and evaluation of courses conducted in residence halls. The UDIS is nationally known for its extensive research in support of instructional activities. Much basic research on methods of instruction and other instructional media - has been conducted over the last 20 years. A brief history of this program is included.

28. Ferrin, Richard I. Student Budgets and Aid Awarded in Southwestern Colleges: Higher Education Surveys, Report No. 5, Publications Order Office, College Entrance Examination Board, Box 592, Princeton, New Jersey 08540, 1971, 40 p.

    This survey examines student budgets, distribution of student aid, and the relationship between budgets and aid awarded. Results were based on responses from financial aid officers at 81 percent of the 190 colleges in four Southwestern states.

29. Forman, Joseph C. Parking on College and University Campuses - An Annotated Bibliography, Office of Planning in Higher Education. New York State Education Department, Albany, New York, 1971, 18 p.

    It deals with the problem of college campus parking. It is cross-sectional in terms of the type of materials and the time period encompassed. Case studies, dissertations, books, minutes of meetings, special project reports, etc. are included for a span of almost 30 years. Entries are listed alphabetically, by year, with a cross-referenced institutional index.

30. Forsythe, Ralph; Roesler, Elmo; and Wartgow, Jerome. Office of Institutional Research Proposal for Implementing a Distributive Cost Matrix at the University of Denver, Bureau of Educational Research, University of Denver, Denver, Colorado 80210, 1971, 32 p.

    The proposal is designed to stimulate interest in the use of a modified program-planning-budgeting system by University administrators. Included in the proposal are (1) broad guidelines for implementation of the program in the University, (2) suggested modifications in the WICHE and CASEA models to meet the unique needs of the University, and (3) a sample distributive cost matrix to assist in the understanding and implementation of the system.

31. Holman, Dr. P. Cameron. Basic Faculty Analysis, Director Institutional Research, State University of New York, Oneonta, New York 13820, 1971, 12 p., No cost while supply lasts.

    Statistical methods of analyzing faculty. Development of a Primary Qualification Index (PQI). Faculty analyzed on nine factors. Salary analysis by PQI and linear transformation techniques. Examples of all data presentation techniques. Designed to be a practical, working, schema.

32. Jackson, Iris. Honors Program, Dr. Wm. A. Preshing, Institutional Research & Planning, 111 University Hall, University of Alberta, Edmonton, Alberta, Canada, 1971, 27 p.

    To investigate the Honors Program at the University of Alberta; to examine its origin; the nature of the Program as it presently exists; and its future in relation to the four-year Special Degree Program.

33. Joela, Sister Mary. Institutional Research Coordinator, Office of Research, Madonna College, 36600 Schoolcraft, Livonia, Michigan 48150, 1971, 35, Appen. 15 p., Cost; mailing and duplicating copies.

    Instructor effectiveness is of vital concern to all who are actively involved in the process of teaching, and is continuously evaluated by students, faculty and the public. The goals of teaching are defined in terms of values which have no accepted measuring stick, but there are performances which nearly every observer judges good and other which are almost unanimously pronounced bad. According

to policy student perception of teaching effectiveness is regularly conducted at Madonna College. The aim of the 1970-71 investigations was two-fold: (a) to determine whether a difference in academic level influenced the evaluation, (b) to determine whether the student's perception differed from one semester to the other. Relationships on sets of variables of selected instructor characteristics were determined by CHI-square analysis. All instructors receive profiles of student reactions to teaching in each of their courses. Interesting conclusions and recommendations can be and were drawn from the studies.

34. Keene, T. Wayne & Strenglein, D. D. Selected Statistics on Faculty Effort, Productivity and Teaching Load at the University of South Florida - Fall 1970, Office of Academic Services, University of South Florida, Tampa, Florida, 33620, 1971, 59 p.

    This is the second in a series of reports on faculty activity based on information supplied by the academic departments. Included is a distribution of effort by department for teaching, advising, administration, research, community service, and other professional activities; average credit and contact hour load and number of sections for full time faculty by departments and distribution of credit hour teaching load among full time faculty.

35. Keene, T. Wayne & Strenglein, D. D. Selected Statistics on Faculty Effort, Productivity, and Teaching Load at the University of South Florida - Fall 1969, Office of Academic Services, University of South Florida, Tampa, Florida, 33620, 1971, 55 p.

    This is the first of a series of reports of faculty activity based on information supplied by the academic departments. Included is a distribution of faculty effort by department for Teaching, Advising, Administration, Research, Community Service, and Other Professional Activities, average class contact and credit hour load for full time faculty by college and rank, and average number of course sections compared to number of preparations.

36. Lelong, Donald C. College Resources Analysis System (CRAS), Director, Office of Institutional Research, 6074 Administration Building, The University of Michigan, Ann Arbor, Michigan 48104, 1971, 27 p.

    CRAS is a computer-based information system designed to generate comprehensive information about the allocation of resources to the programs of the academic units within the University. During its implementation, highest priority has been given to the development of systems for assessing direct personnel costs of programs by identifying the allocation of faculty salaries to those programs. At present two cost analysis methods are in operation.

37. Lucas, John A. Community College Response to the Long Range Planning Model, Office of Planning & Development, William Rainey Harper College, Palatine, Illinois 60067, 1971, 9 p.

    The Study surveys 37 select community colleges throughout the United States as to their progress in key parameters that would affect long range planning. Such items as grading systems, scheduling, class size, instructional methods, innovation, curriculum design and organization are included.

38. Lucas, John A. Faculty Response to the Long Range Planning Model, The Office of Planning and Development, William Rainey Harper College, Palatine, Illinois 60067, 1971, 21 p.

    A survey was made of 191 faculty and administrators at Harper College as to their response to key parameters in the long range planning model. The parameters ranged from physical facilities and financial alternatives to program planning and operating procedures. Full-time and part-time faculty along with administrators are cross-compared.

39. Medsger, Colonel Gerald W. USMA Parking Spaces Allocations Feasibility Study, Office of Institutional Research, USMA, West Point, New York 10996, 1970, 30 p.

    This report summarizes an investigation of the feasibility of using a linear programming technique known as the transportation problem to help allocate parking spaces at USMA so as to minimize the average walking distance from car to destination.

40. Mehra, Dr. Nim. The Divided Year Study, Part V - "The Academic Implications of Introducing a Semester System at the University of Alberta.", Dr. William A. Preshing, Institutional Research & Planning 111 University Hall, University of Alberta, Edmonton, Alberta, Canada, 1970, 105 p.

    The present report, the fifth in the series, deals with the analysis and presentation of faculty opinions and reactions towards a possible change in the existing academic calendar to that of a semester system. The study is based on a faculty opinion survey conducted through the questionnaire FOSQ (Faculty Opinion Survey Questionnaire) developed and tested at the Office of Institutional Research & Planning and given to a sample of 385 faculty members.

41. Mertins, Paul F. Financial Statistics of Institutions of Higher Education: Current Funds Revenues and Expenditures, 1966-67, The Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, Catalog No. FS 5.250: 52010-67, 1969, 81 p., $0.75.

    Current funds revenues and expenditures for institutions of higher education reached $14.6 and $14.3 billion for the fiscal

year ending 1967. These totals are further broken down by source (revenues) and by function (expenditures) for region and State, for each control and level of institution. Also included is a text providing an analysis of the tabular data. Supplemental tables compare revenues and expenditures for two fiscal years: 1965-66 and 1966-67. A third supplemental table shows expenditures per student averages.

42. Mertins, Paul F. and Brandt, Norman J. Selected Financial Statistics of Institutions of Higher Education: 1967-68, The Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, Catalog No. FS 5.252: 52008-68, 1969, 2 p., $0.10.

    This "Flyer" contains some of the more important items from a complete report which will be available later. Totals for current funds revenues and expenditures, student tuition and fees, and book value of plant assets for the 1967-68 fiscal year are contrasted to the 1966-67 and 1965-66 fiscal years.

43. Mertins, Paul F. and Brandt, Norman J. Selected Financial Statistics of Institutions of Higher Education: 1968-69, The Superintendent of Documents, U.S. Government Printing Office, Washington, D.C 20402, Catalog No. HE 5.25: 52008-69, 1970, 2 p., $0.10.

    This "flyer" is provided to make available at the earliest practicable date data on total current funds, revenues and expenditures, student tuition and fees, student aid expenditures, and average expenditures per student.

44. Mims, R. Sue. Seasonality of Instructional Activities: A Comparative Study of Fall Term 1970 and Winter Term 1971, Office of Institutional Research, 6074 Administration Building, The University of Michigan, Ann Arbor, Michigan 48104, 1971, Final Report available upon request.

    This is a comparative study of the major aspects of the instructional process in fall and winter terms. An analysis was made of student headcounts, student credit hours taught, academic staff numbers, curricular offerings, and distributions of faculty effort. All seventeen schools at the University of Michigan were included. Means of improving resource allocation and utilization were investigated.

45. Morgovsky, Joel, Specialist. Summary of Faculty and Staff Research for Fiscal Year 1970, Office of Institutional Research, USMA, West Point, New York 10996, 1970, 146 p.

    This booklet describes the research projects of the Faculty and Staff of the United States Military Academy which were either completed during the period 1 July 1969 or were still in progress as of 1 July 1970.

46. Office of Institutional Research. The Credibility of the Credit Hour: A Critique of the Credit System, Office of Institutional Research, 6074 Administration Building, The University of Michigan, Ann Arbor, Michigan 48104, 1970, 30 p., Available on request.

    This analysis studies the history, use and shortcomings of the credit hour and the credit system. Current definitions are explained, along with recommendations for reform and modification. Using the University of Michigan as its setting, the study found the assignment of credit hour values to courses to be rather arbitrary and not highly related to the amount of work required on the part of the students. Variations involving credits granted for instructional contact time were uncovered and analyzed across instructional units. Finally the role of the credit hour in determining faculty workload was studied.

47. Perch, Dr. T. James. An Analysis of Costs and Benefits of Co-educational Activities between a Men's College and a Women's College, Office of Institutional Research, Manhattan College, New York, New York 10471, 1971, 52 p., $2.00.

    This study examines the extent of cooperative activities between two institutions, direct and indirect costs of such activities, and additional costs incurred by the activities. Income, savings and benefits to each institution from cooperative activities are analyzed. Costs of and benefits from cooperation are summarized and recommendations included.

48. Perch, Dr. T. James. A Responsible Attendance Policy and Experiment: Effects on and Evaluations by Students and Faculty, Office of Institutional Research, Manhattan College, New York, New York 10471, 1971, 48 p., $1.50.

    This study examines the effect of responsible attendance on student grades during 1969-70, the first year of a three-year experiment. It also describes the effects of increased absences on extracurricular activities, library and laboratory usage and independent study. Student and faculty evaluations of the policy and experiment are described. The preliminary sucess or failure of the experiment is summarized and recommendations included.

49. Perriello, E. R. Trends in Tuition Income, Office of Institutional Research, Fairfield University, Fairfield, Connecticut 06430 OR American Council on Education (QR 6921), 1970, 3 p.

    Forty-two private northeastern colleges and universities were sent a brief questionnaire for a comparative view of projected tuition and fee requirements through fiscal year 1975. The study was designed mainly to assist fiscal planning.

50. Perry, Richard R. and Hull, W. Frank IV, Editors. The Organized Organization: The American University and its Administration, The Bookstore, The University of Toledo, Toledo, Ohio 43606, 1971, 135 p., $3.00.

    A collection of papers by W. Max Wise, Henry Margenau, Richard E. Peterson, T. R. McConnel, W. Frank Hull IV, and Richard R. Perry dealing with the administration of a university in contemporary society and positioning directions for change.

51. Pieper, William C. Jr. Financial Support for Institutional Research 1969-1970, Association for Institutional Research, c/o Office of Institutional Research, 210 Building T-8, University of California, Berkeley, California 94720, 1971, 38 p.

    A report of the results of a survey of institutional research activity at all two and four year institutions of higher education in the U.S. and Canada. Some 1400 institutions responded, of whom 337 had IR offices. Data are presented on amount of financial support, sources of support, and amount and nature of IR expenditures at these 337 institutions. Findings are reported by type of institution and by enrollment size.

52. Sceiford, Chester L. and Wheeler, Ray E. Jr. University Governance: Current Changes and an Annotated Bibliography, Bureau of Institutional Research, Indiana University, 305 Bryan Hall, Bloomington, Indiana 47401, 1970, 34 + (3).

    Based on extensive communication with university presidents throughout the U.S., the study reports on the role of students in governance and new developments in university legislative bodies. Annotated Bibliography runs to 20 pages, listing 45 titles mostly dated in the late 1960's.

53. Sheehan, Bernard S. and Michaels, Mervin G. The University of Calgary Cost Study 1969-70, Office of Institutional Research, The University of Calgary, Calgary, Alberta, Canada, 1971, 193 p.

    The study determines the unit cost of student academic programs at the University of Calgary by determining the activities of the university, the cost of these activities, and the contribution of each activity to student academic programs. The document details the methodology and the results.

54. Taylor, Alton L. Selected Characteristics of the Full-Time Faculty, University of Virginia, 1970-71, Office of Institutional Analysis, University of Virginia, Charlottesville, Virginia 22903, 1971, 9 p.

    The full-time faculty at the University of Virginia were reported by rank, school, sex, age, institution from which highest degree received, number of years since highest degree was received, level of highest degree held, and years of teaching experience.

55. Wener, Deborah. Cost Study, Deborah Wener, Institutional Research & Planning, 111 University Hall, University of Alberta, Edmonton, Alberta, Canada, 1971, 228 p.

    To provide a basis for analysis of the present enrollment weight Structure used by the Alberta Universities Commission; to permit more meaningful cost-benefit analyses of University programs; to draw attention to areas of unusually high or low cost and to permit analysis of the reasons for such costs; to permit comparisons with program costs in other universities.

56. Willingham, Warren W. Professional Development of Financial Aid Officers: Higher Education Surveys, Report No. 2, Publications Order Office, College Entrance Examination Board, Box 592, Princeton, New Jersey 08540, 1970, 40 p.

    This survey was concerned with the present level of professional development of financial aid officers, their training needs, and their attitudes concerning future development of the profession. Results were based upon responses of aid directors at a representative group of 122 institutions in the West.

See also: 10, 13, 75, 117, 139, 143, 147, 154, 172, 180, & 183

CURRICULUM AND INSTRUCTION

57. Burton, Dee; Wlodarczyk, Sheridan; Suksavas, Aran. Edward Williams College: A Proposal for its Future, Office of Institutional Studies, Fairleigh Dickinson University, Rutherford, New Jersey 07070, 1970, 51 p.

    The report describes the academic program of a small two-year college affiliated with a large university in light of the needs of its student body characterized as "academically marginal."

58. Dwyer, Francis M. Adapting Varied Visual Illustrations for Optimum Teaching and Learning, 114 Mitchell Instructional Services Building, The Pennsylvania State University, University Park, Pennsylvania 16802, 1971, 8 p.

    The purpose of this report is to review several studies which investigated some of the variables associated with visualized instruction. A number of important generalizations were developed from the studies quoted which may be helpful in guiding the production and use of visual illustrations used for instructional purposes.

59. Dwyer, Francis M. Assessing Students' Perceptions of the Instructional Value of Visual Illustrations Used to Complement Programed Instruction, 114 Mitchell Instructional Services Building, The Pennsylvania State University, University Park, Pennsylvania 16802, 1971, 12 p.

    This experiment was designed to evaluate (a) the effectiveness of eight types of visual illustrations used to complement programmed instruction when students, prior to receiving their instructional units, received specific instructions as to the types of information they were expected to obtain from their instruction; and (b) the validity of student perceptions regarding the instructional value of varied types of visual illustrations used to complement programmed instruction. 259 students at the Pennsylvania State University were randomly assigned to one of the nine treatment groups. Each student received a pre-test, participated in his respective programmed presentation and received four individual criterial measures. The results of this study indicate that (a) all types of visuals are not equally effective in facilitating student achievement of different learning objectives; (b) the use of specific instructions to focus students' attention on relevant learning cues in the more realistic illustrations is not an effective instructional technique; and (c) the types of visual that students themselves perceive as being most effective are not the ones found to be most effective in facilitating their achievement.

60. Dwyer, Francis M. Color as an Instructional Variable, 114 Mitchell Instructional Services Building, The Pennsylvania State University, University Park, Pennsylvania 16802, 1971, 25 p.

This study was designed to evaluate the relative effectiveness of eight types of visual illustrations used to complement oral instruction. It also investigated the effectiveness with which the black and white and colored versions of four different types of visual illustrations facilitated student achievement on criterial measures designed to measure different educational objectives.

The results of this study suggest a number of conclusions to be taken into consideration in the preparation of visualized instruction for college level instruction: (a) for specific learning objectives the addition of color in certain types of visuals appears to be an important instructional variable in improving student achievement; (b) the use of visuals (both black and white and color) to complement oral instruction does not automatically improve student achievement of all types of learning objectives; (c) different types of colored illustrations differ in the effectiveness with which they facilitate student achievement of identical educational objectives; and (d) different types of black and white illustrations in the effectiveness with which they facilitate student achievement of identical educational objectives.

61. Dwyer, Francis M. Computer-Assisted Instruction: Potential for College Level Instruction and Review of Research, 114 Mitchell Instructional Services Building, The Pennsylvania State University, University Park, Pennsylvania 16802, 1970, 61 p.

This report defines CAI and provides a review of instructional research on CAI, i.e., comparative studies, individual differences and CAI, and basic learning studies in CAI. It also reviews studies involving instructional effectiveness, time and student attitudes.

Following are several impressions summarizing the literature cited in this report:

1. Computer-assisted instruction appears to be a viable instructional technique having its capabilities thoroughly grounded in current learning theory. It has the potential for becoming a very substantial instructional innovation; however, it must be emphasized that computer-assisted instruction is still in its experimental (infancy) stage and a long way from actualizing its inherent capabilities.
2. The available evidence indicates that computer-assisted instruction can teach as well as live teachers or other media, that students can learn in less time, and that students respond favorably to computer-assisted instruction.
3. The empirical research reported so far concerning the instructional effectiveness of computer-assisted instruction (in terms of experimental design, numbers of students participating, and duration of the instructional treatments) appears to be less than desirable. It may be that since computer-assisted instruction systems are often being developed and perfected at the same time that research is being conducted, adequate time and money may not be available for implementing well-designed experimental evaluations.

62. Dwyer, Francis M. The Effect of Image Size on Visual Learning, 114 Mitchell Instructional Services Building, The Pennsylvania State University, University Park, Pennsylvania 16802, 1970, 7 p.

    The purpose of this study was to investigate the effectiveness of four types of visual illustrations used to complement oral instruction and to compare their relative effectiveness when projected on viewing areas of different sizes. Each of the 588 students received a pretest, participated in his respective presentation, and received four individual criterial measures. Results indicate that (a) the use of illustrations to complement oral instruction does not automatically improve achievement, and (b) merely increasing the size of visual images used to complement oral instruction will not necessarily improve achievement.

63. Dwyer, Francis M. Effect of Knowledge of Objectives on Visualized Instruction, 114 Mitchell Instructional Building, The Pennsylvania State University, University Park, Pennsylvania 16802, 1971, 8 p.

    The results of this study indicate that when visuals are used to complement programmed instruction (a) all types of visuals are not equally effective in facilitating student achievement of different learning objectives, and (b) the use of specific instructions to focus students' attention on relevant learning cues in the more realistic illustrations is not an effective instructional technique for increasing students' achievement.

64. Dwyer, Francis M. Effect of Questions on Visualized Instruction, 114 Mitchell Instructional Services Building, The Pennsylvania State University, University Park, Pennsylvania 16802, 1971, 6 p.

    Two hundred and seventy-two students were randomly assigned to one of nine treatment groups. Each treatment group received its instruction via a textbook format consisting of 37 paragraph-type frames on 8½-inch by 5½-inch sheets; each frame contained a 2½-inch by 3½-inch plate designed to illustrate the verbal content. Each question was located on a separate page and each question page followed an instructional frame. The eight treatments receiving visualized instruction were the experimental treatments and the treatment containing no visuals was considered the control.

    The results indicate that when questions follow textual material and focus student attention on relevant learning cues, visualization of the content material is not an effective instructional technique for facilitating student achievement of all types of learning objectives.

65. Dwyer, Francis M. Effect of Questions on Visual Learning, 114 Mitchell Instructional Services Building, The Pennsylvania State University, University Park, Pennsylvania 16802, 1970, 8 p.

The purpose of this study was to measure the effectiveness with which different types of visual displays facilitated S's achievement of different learning objectives when these were used to complement oral instruction. Questions preceded each display and were designed to direct S's attention to relevant learning cues. Each S received a pretest, participated in his respective visualized presentation, and received five individual criterial measures. Analyses indicated that (a) the use of questions to complement the more realistic visuals is not an effective technique for improving S's achievement and (b) all types of visual displays are not equally effective in facilitating S's achievement of different learning objectives.

66. Dwyer, Francis M. Questions as Advanced Organizers in Visualized Instruction, 114 Mitchell Instructional Services Building, The Pennsylvania State University, University Park, Pennsylvania 16802, 1971, 8 p.

The purpose of this study was to measure the effectiveness with which questions function as advance organizers in complementing visualized instruction. Questions preceded each visualized page in the instructional booklets and were designed to direct S attention to relevant learning cues. Each S received a pretest, participated in his respective visualized presentation, and received four individual criterial measures. Analyses indicated that (a) the use of questions as advance organizers in visualized instruction is not an effective instructional technique for increasing S achievement of different types of learning objectives and (b) different types of visuals when preceded by questions are not equally effective in facilitating S achievement.

67. Dwyer, Francis M. Student Perceptions of the Instructional Effectiveness of Black and White and Colored Illustrations, 114 Mitchell Instructional Services Building, The Pennsylvania State University, University Park, Pennsylvania 16802, 1971, 12 p.

This experiment was designed to evaluate the validity of student perceptions of the instructional effectiveness of four different types of black and white and colored illustrations. Each student received a pretest, participated in his respective instructional presentation, received four individual criterial tests and completed a Visual Illustration Questionnaire. The results indicate that (a) the type of visuals that students themselves perceive as being most effective are not the ones found to be most effective in facilitating their achievement, and (b) all types of visuals are not equally effective in improving student achievement of different learning objectives.

68. Dwyer, Francis M. Visual Learning: An Analysis by Sex and Grade Level, 114 Mitchell Instructional Services Building, The Pennsylvania State University, University Park, Pennsylvania 16802, 1970, 45 p.

The purpose of this evaluation was to determine (a) whether boys and girls in the same grade level learn equally well from the same types of illustrations, and (b) whether identical illustrations are equally effective for boys and girls in the same grade level on tests designed to measure student achievement of different educational objectives. The results indicate that in general boys and girls learn equally well from identical types of visual illustrations when they are used to complement oral instruction. Equally important is that it appears there is no special requirements based on sex for using specific types of visuals to provide maximum achievement of specific educational objectives. Within the limits of this study (ninth through twelfth grade), the results indicate that producers of visualized instructional materials need not develop separate learning materials for students based on sex.

69. Ferrin, Richard I. Developmental Programs in Midwestern Community Colleges Higher Education Surveys, Report No. 4, Publications Order Office, College Entrance Examination Board, Box 592, Princeton, New Jersey 08540, 1971, 50 p.

This survey examines the extent and nature of certain special educationally disadvantaged community college students. Results were based on responses from 76% of the 180 public two-year colleges in the Midwest.

70. Hull, W. Frank, IV, Editor. Restructuring Science Education for the Undergraduate Liberal Arts College and University, The Center for the Study of Higher Education, The University of Toledo, Toledo, Ohio 43606, 1971, 120 p., Single copy gratis.

Three curricular outlines are proposed for the integration of the hard sciences into the undergraduate liberal arts college including specific course content descriptions. This book assumes that our present ways of offering science to the undergraduate need re-thinking.

71. Hull, W. Frank, IV, and Yankovic. Economic Principles II: A General Survey Course Without Lectures, The Center for the Study of Higher Education, The University of Toledo, Toledo, Ohio 43606, 1971, 39 p., Single Copy Gratis.

A statistical study complemented by interview data on two large survey classes in general economics, one without lectures. In general, it was shown that the class without lectures performed equally as well on objective examinations, but that students in the experimental section enjoyed their instruction more.

72. Kagerer, Rudolph. Handbook for New Instructors: Teaching-Learning, 1970-1971, Volume XI, Number 9, Office of Institutional Research, 1970, 15 p., Limited Supply Available.

This handbook was designed primarily for use by new instructors at the University of Tennessee, Knoxville, in order to facilitate their utilization of a wide variety of instructional information and services available. For ready reference, this annotated directory is divided into two units: Instructing Resources and Resources - Students. An index and a selected list of readings are included.

73. Lichtenstein, Pauline. Distribution of English 1 (Day) Grades Before and After the Exemption of Students Based on Superior Writing Ability (A Comparison Between Fall 1969 and Fall 1970 Grade Distributions in English 1), Center for the Study of Higher Education, Hofstra University, Hempstead, New York 11550, 1971, 3 p.

In the fall of 1970 Hofstra University instituted a policy of exempting those students from English 1 and 2 who demonstrated superior writing ability. This procedure did not have a statistically significant effect on either the distribution of evaluative grades (A-F) or on the number of A's and B's given in the semester before and after exemption was permitted. It was concluded that instructors at Hofstra apparently use a relative rather than an absolute standard of grading for English 1.

74. Lichtenstein, Pauline and Yuker, Harold E. Evaluation of the Fall 1968 Freshman English Experimental Curriculum, Center for the Study of Higher Education, Hofstra University, Hempstead, New York 11550, 1970, 16 p.

A revised curriculum for freshman English was evaluated using Course Profile Forms completed by 22 out of the 24 instructors and Course Evaluation Froms filled out by the students. Within the limits of the study, several findings were considered worth reporting. On the whole, a traditional curriculum was perceived more favorably by the students than the experimental curriculum. However, the range of the perceived amount learned was larger suggesting the importance of the teacher as a variable. Rewriting essays, conferences, and carefully selected readings seemed important in increasing students' perceptions of the amount learned.

75. Lucas, John A. Heuristic, Office of Planning & Development, William Rainey Harper College, Palatine, Illinois 60067, 1971, 4 p.

This semi-annual publication summarizes faculty research in the areas of curricula and instructional development. This publication serves as an example of what might be done to motivate faculty to do research in the classroom.

76. Office of Institutional Research. Inventory of Selected Interinstitutional Cooperative Arrangements as of January 1971, State University of New York, Central Staff Office of Institutional Research, 8 Thurlow Terrace, Albany, New York 12201, 1971, 142 p.

This report is an inventory - directory of the formal cooperative arrangements involving the institutions under the program of the State University of New York. It is based on a survey conducted during the winter of 1971 of all cooperative arrangements either active or pending as of January 1971.

77. Witheiler, Paula. Course Evaluations at Hofstra University - Spring 1969, Center for the Study of Higher Education, Hofstra University, Hempstead, New York 11550, 1971, 16 p.

In the spring of 1969, students evaluated 64% of 1893 courses offered at Hofstra University. This involved 20,428 anonymous questionnaires which assessed the faculty's classroom behavior, texts, courses, and student performance. Specific course results available only to the instructors involved, but general norms by school and course level were reported. The ratings were generally favorable; they were more favorable than those of the preceding semester.

See Also: 27, 33, 37, 38, 44, 46, 85, 100, 101, 140, 166, 168, 172, 173, & 174.

SPACE UTILIZATION AND SCHEDULING

78. Sullivan, Dr. John J. The Quarter-Semester Dilemma, Institute of Higher Education, University of Georgia, Candler Hall, 1971, 15 p.

Summary of the major advantages and disadvantages of the Quarter and Semester Calendars. Trends in their usage are traced and sees the Quarter calendar as the trend among public institutions of higher education. Tables of usage by states and by major institutions in the Southeast are included.

See Also: 14, & 183

STUDENT CHARACTERISTICS

79. Aberman, Hugh M. A Comparison Freshmen Survey of Shippensburg State College, 1970-71, Office of Institutional Planning & Research, Shippensburg State College, Shippensburg, Pennsylvania 17257

    The Comprehensive Freshmen Survey is a three-part study of freshmen entering Shippensburg State College in the Fall of 1970. Section One examines freshmen political philosophy and drug use. Section Two provides a 20-year longitudinal view of the changing socio-economic background of incoming freshmen. Section Three examines freshmen personality differences.

80. Anstett, Robert R. Academic Characteristics: A Comparison of Two- and Four-Year College Transfer Students, Office of Admissions & Records, State University of New York at Buffalo, Buffalo, New York 14214, 1971, 12 p.

    The purpose of this study was to compare the academic characteristics of two- and four-year college students who transferred to the State University of New York at Buffalo. The findings indicate that two-year college transfers possess lower secondary school ability and achievement records, and post-transfer GPA's than four-year college transfers.

81. Anstett, Robert R. Academic Performance: A Comparison of Transfer and Native Students at Buffalo, Office of Admissions & Records, State University of New York at Buffalo, Buffalo, New York 14214, 1971, 8 p.

    The Purpose of this study was to compare the GPA's of students who transferred into SUNYAB as juniors with the students who had matriculated at Buffalo as freshman. The results of this study indicate that although the participating transfer students succeeded academically, they did not perform as well as the native students.

82. Anstett, Robert R. The College Environment as Perceived by Junior and Four-Year College Transfer Students, Office of Admissions & Records, State University of New York at Buffalo, Buffalo, New York 14214, 1971, 8 p.

    The study identifies and compares the perceptions of campus environment as measured by the CUES II of currently enrolled seniors who transferred to the SUNYAB from junior and four-year colleges. Both groups perceive the University as stressing academics, effective teaching, and an awareness of self and political issues.

83. Blai, Boris, Jr. Educational Goals and Selected College-Related Valuations of Public and Private Junior College Students (IRR 71-14), Dr. Boris Blai Jr., Harcum Junior College, Bryn Mawr, Pennsylvania, 1971, 13 p., $1.00.

    Among samples of 1047 Harrisburgh Area Community College Students (70% male) and 630 Harcum Junior College Female Students; despite marked demographic difference between those two student populations, considerably more similarities rather than dissimilarities were found in their educational goals and attitudes regarding selected college-related experiences.

84. Blai, Boris, Jr. Harcum-A.C.T. Youthpoll Results Revealing (IRR 71-34), Dr. Boris Blai Jr., Harcum Junior College, Bryn Mawr, Pennsylvania, 1971, 9 p.

    1887 American students speak out about:
    ... their schools and teachers
    ... their parents
    ... student protest
    A paralell survey among 284 Harcum freshman to American College Testing Program Youthpoll Survey.

85. Blai, Boris, Jr. Reading Preferences, Skills & Habits of Harcum Junior College and City University of New York Community Colleges Students (IRR 70-63), Dr. Boris Blai, Jr., Harcum Junior College, Bryn Mawr, Pennsylvania, 1970, 11 p., $1.00.

    Perhaps the single most striking statistically-revealed fact in this comparison survey is the consistently high degree of similarity in the self-evaluated reading preferences, skills and habits of these two sizeable student groups (Harcum N=594; CUNY=492) at 7 two-year colleges. This is particularly significant since almost 50% of the CUNY Sample was male, in contrast to the 100% female Harcum Sample.

86. Bowers, Thomas C. and Pugh, Richard C. Why Freshmen Students and Their Parents Choose Indiana University, Bureau of Institutional Research, Indiana University, 305 Bryan Hall, Bloomington, Indiana 47401, 1971, 38 p., limited supply free.

    A questionnaire listing 22 possible factors affecting choice of Indiana University was completed by 4,215 entering freshmen, fall 1970. A similar Questionnaire was completed by 2,941 of their families. Fourteen tables of analytical data report findings on relative importance of each factor for various categories of students and parents.

87. Brown, Charles I. and Stein, Phyllis R. The White Student in Five Predominantly Black Universities, Charles I. Brown, Box 382, Fayetteville State University, Fayetteville, North Carolina 28301, 1972, 23 p.

    The white student in the predominantly black institution is a growing phenomenon. This study represents an effort to learn more about this little studied group of students. The areas of primary concern studied were the expectations and experiences of whites as minority students on black campuses and the relevance or need of special orientations to help speed the adjustment process of the white student to the black institution.

88. Clements, William H. Profile of Student Quality,Office of Institutional Research, University of Wisconsin - Stevens Point, Stevens Point, Wisconsin, 54481, 1971, 39 p., $0.50.

This report probes the differences in high school rank and ACT test subscore of students entering University of Wisconsin - Stevens Point. The profile shows wide differences in student quality from high schools within the same county, with subtest means that vary greatly by school and county. The profile shows strengths and weaknesses of Wisconsin students on national ACT norms.

89. Cope, Robert et al. An Investigation of Entrance Characteristics Related to Types of College Dropouts, Area of Higher Education, M201 Miller Hall, University of Washington, Seattle, Washington 98195, 1971, 250 p., On loan only.

A typology of dropouts was developed by examining entrance characteristics and comparing them to reasons for dropping out of two large public universities. The dropout types were found to differ according to sex. Persisting students were found to have the same problems as dropouts.

90. Dolinsky, Frances. Freshman Class Status Report: 1970-1971. Part II: Biographical Data. A Comparison: 1964-1965,1967-1968, 1968-1969, 1970-1971. BOAC Study 25., University Research, State University of New York at Buffalo, 316 Harriman Library, Buffalo, New York 14214, 1970, 28 p., $1.00.

Presents biographical data about the 1970 freshman class including personal information (sex, age, citizenship), family background and parental education, high school participation and honors, and post-graduation vocational plans. Comparisons are made with the two preceding freshman classes and the original (1964) class in the research project.

91. Garside, Jayne G., Ph.D. A Cross-Cultural Comparison of Personality, Church College of Hawaii, Jayne G. Garside, Ph.D., Laie, Hawaii 96762, 1971, 6 p.

The major purpose of this study was to determine the personality differences among Polynesian, Caucasian, and Oriental college students as measured by scale of the MMPI examination. Significant differences were found on four of the 12 scaled subtests. It is felt that the MMPI still has value for use with Polynesian and Oriental students.

92. Garside, Jayne G., Ph.D. Cross-Cultural Counseling in Hawaii, Jayne G. Garside, Ph.D., Director Of Institutional Research, Church College of Hawaii, Laie, Hawaii 96762, 1971, 1 p.

In teaching and counseling students of multi-cultural and multi-racial backgrounds, it becomes necessary to understand the picture held, of "counseling" by different racial groups. This, in turn, makes counseling more effective as it can help establish a common definition of counseling.

93. Garside, Jayne G., Ph.D. Suicide in Art in Hawaii***, Jayne G. Garside, Institutional Research, Church College of Hawaii, Laie, Hawaii 96762, 1971, 9 p., *** Slides available for $5.00.

    This manuscript was a presentation accompanied by slides. The slides were of art work of depressive and suicidal people, some of whom did commit suicide. The accompanying dialogue is stream-of-consciousness conversation with the patients and reflects their thoughts on the art work, themselves, life in general.

94. Garside, Jayne G., Ph.D. Trans-Cultural Psychology: Applications and Implications, Jayne G. Garside, Ph.D., Institutional Research, Church College of Hawaii, Laie, Hawaii 96762, 1971, 5 p.

    Dealing with human beings is complex at any time. Dealing with human beings from widely divergent backgrounds is even more so. It becomes necessary to understand psychology on a transcultural basis in order to be most effective. This study deals with Polynesian (Samoan, Tongan Tahitian, Maori), Oriental (Hong Kong, Taiwan, Japan, and Korea) and Caucasian (mainland) populations.

95. Hecht, Alfred R. Post-High School Plans and Program Interests of Moraine Valley Area High School Juniors, Office of Institutional Research, Moraine Valley Community College, 10900 S. 88th Avenue, Palos Hills, Illinois 60465, 1971, 61 p.

    Post-High School plans, community college program interests and sources of planning information were obtained from 5,455 juniors in 15 local schools. Computer-generated reports of individidual student responses to the branching questionnaire (enclosed) and summaries by and across schools were reported to participating schools. This summary report was shared with college and high school staffs.

96. Heetderks, John; Pendzick, James; Carmichael, Sandra. Student Proximity Study, Institutional Research, University of Wisconsin - Milwaukee, Box 413B, Milwaukee, Wisconsin 53201, 1971, 28 plus 15 pages of tables and maps, $1.00.

    This is a study of the fall 1970 enrollment at the University of Wisconsin - Milwaukee. Of particular interest was the relationship of student's home/campus address to school and employment addresses. To this were merged many other student variables. All addresses were handled by use of a coordinate system.

97. Houston, John W. and Cooke, Specialist James L. Characteristics of the Class of 1974, Office of Institutional Research, USMA, West Point, New York 10996, 1970, 46 p.

    This report presents the biographical characteristics and achievements of the 1373 cadets who entered the Class of 1974.

98. Houston, John W. Trends in Admission Variables through the Class of 1974, Office of Institutional Research, USMA, West Point, New York 10996, 1971, 36 p.

    The United States Military Academy uses the Whole Man concept in selection of candidates for admission. This report compares the scores of admission variables for the Class of 1974 with those in previous classes.

99. Innis, C. Thomas and Osinske, Marilou A. Follow Up to the Freshman Expectation Survey, Institutional Studies, 305 Physics Building, University of Cincinnati, Cincinnati, Ohio 45221, 1971, 13 p.

    An identical questionnaire was administered to incoming freshmen during the summer of 1970 and again in April, 1971 to the same freshmen after they had been on campus for approximately one year. The comparative results of the two surveys will assist the campus community in evaluating various facets of college life as seen by students who now have been a part of higher education for one year.

100. Lucas, John A. Harper College's Institutional Self-Study, The Office of Planning & Development, William Rainey Harper College, Palatine, Illinois 60067, 1971, 19 p.

    The ACT Institutional Sefl-Study Survey was administered to 323 students selected at random. Characteristics and evaluations of College life are compared to national norms. Twenty-four locally written items provide responses to the key parameters in the long range planning process. Parameters include academic calendar, activities, instruction and expansion.

101. Lucas, John A. Results of Summer School Survey at Harper College, Office of Planning & Development, William Rainey Harper College, Palatine, Illinois 60067, 1971, 19 p.

    This study identifies the characteristics of summer school enrollment and shows how these students differ from those enrolled during the regular academic year. Evaluations of the program are made and implications are drawn regarding the need for a different program for different types of students in the summer.

102. Marron, Dr. Joseph E. The Development of Academic, Leadership, and Separation Scores from the Environment and Interest Inventory, Class of 1968., Office of Institutional Research, USMA, West Point, New York 10996, 1971, 47 p.

    Forty Environment-Interest (EI) scales were developed from the results of the administration of the Environment & Interest Inventory to the Class of 1968. This report is the second in a series of three reports on the use of Environment data as predictors of success at USMA.

103. McLaughlin, Captain Gerald W. A Multidimensional Analysis of Biographical Information, Office of Institutional Research, USMA, West Point, New York 10996, 1971, 31 p.

As each cadet enters the United States Military Academy he is requested to complete the Class Characteristics Inventory (CCIN), a set of questions involving his prior high school and related experience. The purpose of this research was to determine if this inventory would be of value in predicting performance and retention at the USMA.

104. McLaughlin, Captain Gerald W. A Multidimensional Analysis of High School Varsity Athletics: Class of 1972, Office of Institutional Research, USMA, West Point, New York 10996, 1970, 27 p.

This report is a summary of the research done in evaluating cadets' participation in high school varsity athletics. It is part of a larger project to systematically investigate the information concerning the cadet prior to his admission to USMA.

105. McLaughlin, Captain Gerald W. A Multidimensional Analysis of Non-Varsity Sports and Physical Activities, Class of 1972, Office of Institutional Research, USMA, West Point, New York 10996, 1970, 24 p.

The dimensions within the non-varsity high school sports and physical activities are determined for the USMA Class of 1972. Scoring formulae are developed to yield a set of scores from the data for predicting USMA performance for future classes.

106. McLean, R. Alan. Course Mark Distribution Analysis, Dr. William Preshing, Institutional Research & Planning, 111 University Hall, University of Alberta, Edmonton, Alberta, Canada, 1971, 33 p.

Analyze distribution of marks assigned under a nine-point grading system implemented at the University of Alberta in 1966-67. Marks for three years were aggregated by course, course level within each teaching department, course level within each teaching faculty and course level for the overall University.

107. Medsger, Colonel Gerald W. A Comparison of New Cadets at USMA With Entering Freshman at Other Colleges, Class of 1974, Office of Institutional Research, USMA, West Point, New York 10996, 1971, 56 p.

This report compares new cadets at USMA in the Class of 1974 with other entering college freshmen. The American Council on Education's survey, which is the basis for this report, investigates data on secondary school and socioeconomic background, values, interests, and activity patterns.

108. Mehra, Dr. Nim. Divided Year Study - Report No. IV - A Comparison of the Fall Semester Freshman with the Spring Semester Freshman, Dr. William Preshing, Institutional Research & Planning, 111 University Hall, University of Alberta, Edmonton, Alberta, Canada, 1970, 36 p.

The present study is designed to examine the preparation and calibre of students who would seek entrance to the University at times other than the traditional fall entry point, should the University go on to a semester system. The basic procedure for the study was first to identify several variables and then to compare the two groups of students - one entering the University in the fall semester and the other in the spring semester - on these variables.

109. Mehra, Nim. The Resident Study, A Study of Students' Opinions & Reactions, Dr. William Preshing, Institutional Research & Planning, 111 University Hall, University of Alberta, Edmonton, Alberta, Canada, 1971, 159 p.

"Specifically, this office was requested to undertake a descriptive survey study of Lister Hall resident students in terms of their family background, academic interests and aspirations, personality characteristics, and attitudes towards some of the current social and educational issues in general, and their reactions to various aspects of residence life in particular."

110. Morishima, James K.; Fiedler, Judith; and Hargrave, Mary. Survey of Summer, 1970 Admittees Who Did Not Enroll, Office of Institutional Educational Research, University of Washington, 1400 North East Campus Parkway, 530 Schmitz Hall, Seattle, Washington 98195, 1971, 12 p.

Results of a survey of persons who applied for and were admitted to Summer Quarter, 1970 at UW, and who failed to register. Major causes for "no-shows" were "Changes in personal plans" 95%, and "Procedural difficulties" 45.6%. Some demographic characteristics of non-enrollees were found.

111. Office of Institutional Research. The Federal City College Students, Office of Institutional Research, Federal City College, Washington, D.C., 1971, 14 p.

Presents a breakdown of FCC's first three years of student enrollment including number of applicants vs. actual registrants, ages, male/female ratio, class distribution, working status, marital status, number of transfer students, student body characteristics, retention and attrition rates, resources available to students in poor academic standing, and postgraduate follow-up (further schooling, better jobs, etc.).

112. Office of Institutional Research. 1970-71 Headcount Enrollment and Full-Time Equivalent Workload Statistics of Credit Course Students, State University of New York, Central Staff Office of Institutional Research, 8 Thurlow Terrace, Albany, New York 12201, 1971, 83 p.

This report is a presentation of the unduplicated headcount of students enrolled in State University of New York colleges for each term of the 1970-71 academic year. Corresponding tables of Full-Time Equivalents (Workload) are also presented.

113. Office of Institutional Research. Geographic Origins of First Time Students, Fall 1969, State University of New York, Central Staff Office of Institutional Research, 8 Thurlow Terrace, Albany, New York 12201, 1971, 179 p.

This report presents the results of a survey of the permanent residences of first time students at institutions under the program of the State University of New York, in the fall of 1969. First-time students are students who have never been enrolled in a college prior to the term they are reported.

114. Office of Institutional Research. Geographic Origins of Students, Fall 1969, State University of New York, Central Staff Office of Institutional Research, 8 Thurlow Terrace, Albany, New York 12201, 1971, 265 p.

This report presents the results of an extensive survey of the permanent residences of students attending institutions of the State University of New York during the Fall 1969 term.

115. Office of Institutional Research. Geographic Origins of Students, Fall 1970, State University of New York, Central Staff Office of Institutional Research, 8 Thurlow Terrace, Albany, New York 12201, 1971, 269 p.

This report presents the results of the annual survey of the geographic origins or permanent residences of all credit course students attending institutions under the program of the State University of New York during the Fall 1970 term.

116. Office of Institutional Research. Trends in Enrollment and Degrees Granted, State University of New York, Central Staff Office of Institutional Research, 8 Thurlow Terrace, Albany, New York 12201, 1971, 135 p.

This report is a compilation of official statistics on student enrollment and degrees granted by institutions under the program of the State University of New York from 1948 to 1970. Sixty-nine institutions are covered and an analysis of these statistics is provided.

117. Pugh, Richard C. and Ludlow, H. Glenn. Graduate Student Appointees On the Bloomington Campus of Indiana University 1969-70, Bureau of Institutional Research, Indiana University, 305 Bryan Hall, Bloomington, Indiana 47401, 1971, 61 + iii + appendix.

    Questionnaire study of graduate students holding academic appointments, first semester 1969-70, with 88-92 percent returns. Provides general description of those students, in 21 categories of personal and work-load data, plus cross-tabulations for various combinations of characteristics. Includes some typical free comments on certain items, e.g. compensation.

118. Ryba, Gary. Freshman Class Status Report: 1969-70. Part III: Choice of Major. A Comparison 1968-69, 1969-70. BOAC Study 24, University Research, State University of New York at Buffalo, 316 Harriman Library, Buffalo, New York 14214, 1970, 31 p., $1.00.

    Presents data based on the preliminary indication of major made by freshmen at their first registration. Choice of Faculties and departments is presented in terms of sex, geographical area of origin, and origin from certain local high schools. Comparisons are made with the previous freshman class.

119. Sidhu, Cindy. Full-Time Student Population at Canadian Universities, Cindy Sidhu, Institutional Research & Planning, 111 University Hall, University of Alberta, Edmonton, Alberta, Canada, 1971, 10 p.

    To examine the trend of college and university enrollment in Canada in the past five years. Data for the academic years 1967-68 to 1971-72 inclusive collected from Documents Library, University of Alberta, Statistics Canada and correspondence with various institutions.

120. Sledjeski, Stephen S. and Bromley, Dr. Ann. Follow-Up Study of Santa Fe Junior College Graduates 1968-1970, Office of Research, Santa Fe Junior College, 723 West University Avenue, Gainesville, Florida 32601, 1971, 62 p.

    Employing a mailed questionnaire, data on the 1968-1970 Santa Fe Junior College graduates was collected concerning demographic information, Santa Fe experiences, attitudes, and present status. The responses of 666 graduates are presented in booklet form along with an analysis of the differences which were found to exist between those graduates who transferred to a senior institution and those who did not.

121. University Research Office. Inventory of Opinions and Expectations: 1971 Freshman Class. BOAC Study 26, University Research, State University of New York at Buffalo, 316 Harriman Library, Buffalo, New York 14214, 1971, 10 p., $0.50.

Presents data about students' attitudes toward their high school experiences, why they are attending college and their expectations about college experiences, e.g., student participation in university decisions, relationships with faculty, anticipated areas of problems and personal change and expected outcomes of a college education. Data were collected by questionnaires administered to over 1200 (60%) of the incoming freshmen.

122. University Research Office. Youthpoll Results 1971 Freshman Class, University Research, State University of New York at Buffalo, 316 Harriman Library, Buffalo, New York 14214, 1971, 13 p., $0.50.

Presents data from the administration of Youthpoll, an ACT Student opinion questionnaire surveying attitudes on current issues, sample of 1971 entering freshmen responded during the summer preceding their enrollment.

123. Waggaman, John S. Statewide Enrollment Patterns: Higher Educational Opportunities in Indiana, International Development Research Center, Indiana University, Bloomington, Indiana 47401, 1971, 16 p., $0.75.

This paper examines the attendance rates and institutional patterns of changing enrollments of freshman from 1967 to 1971. Future enrollments are estimated and the change in attendance rates are discussed. The studies on Indiana are reviewed and evaluated.

124. Willett, Lynn H. Follow-Up of 1969-71 Moraine Valley Graduates, Office of Institutional Research, Moraine Valley Community College, 10900 S. 88th Ave., Palos Hills, Illinois 60465, 1971, 49 p.

Evaluation of instructional methods, college services and courses were obtained from occupational and transfer program graduates. Also, each group completed questionnaire items (enclosed) related to specific program objectives. A pre-sensitization and two questionnaire mailings produced a 60 percent response.

See Also: 22, 45, 48, 52, 57, 129, 152, 156, 160, 172, 173, & 174.

RECRUITMENT AND ADMISSIONS

125. Blai, Boris, Jr. Admissions "Input" Pennslyvania Colleges/Universities; September 1971 & 1970 (IRR 71-32), Dr. Boris Blai, Jr., Harcum Junior College, Bryn Mawr, Pennslyvania, 1971, 3 p.

Reports comparisons of 1970 & 1971 admissions "inputs" among 101 responding Pennslyvania colleges and universities; 70% of the 140 contacted. The range of experience reported for 1971 varied from approximately a 25% average increase among the 39 Church-related school schools to approximately a 25% decrease among the 29 two- year colleges furnishing data.

126. Ferrin, Richard I. A Decade of Change in Free-Access Higher Education, Publications Order Office, College Entrance Examination Board, Box 592, Princeton, New Jersey, 08540, 1971, 75 p., $1.50.

This study delineates and analyzes the patterns of change in accessibility to higher education over a 10 year period, 1958-1968. In addition to describing the growth of low-cost, non-selective institutions, such things as factors affecting institutional accessibility, the effects of changes on the population, and implications of developments of the 60's for the 70's are discussed.

127. Ferrin, Richard I. and Willingham, Warren W. Practices of Southern Institutions in Recognizing College-Level Achievement: Higher Education Surveys, Report No. 3, Publications Order Office, College Entrance Examination Board, Box 592, Princeton, New Jersey 08540, 1970, 42 p.

This survey was concerned with the extent to which colleges recognize college-level achievement acquired in non-traditional ways, their purposes for such recognition, the mechanisms they use, and the manner in which they handle course exemption and credit. Results were based on responses from a representative group of 141 institutions in the South.

128. Froehlich, G. J. and Lewandowski, A. R. Enrollment in Institutions of Higher Learning in Illinois: 1971, University Bureau of Institutional Research, 409 East Chalmers Street, Room 252, Champaign, Illinois 61820, 1971, 141 p., Gratis.

This survey provides fall term enrollment data for the 134 different institutions of higher learning in Illinois. Twenty-five year enrollment trends are also shown. Besides presenting the data for each individual institution, the data are summarized for the state of Illinois as a whole, for all public institutions combined, for all private institutions combined, for public senior institutions, for public junior colleges, for private universities, for private colleges and for proprietary schools. Summary data for each standard metropolitan statistical area, and for other geographic regions of Illinois are also given.

129. Gahr, Helen. Survey of Graduate Enrollment, Helen Gahr, Institutional Research & Planning, 111 University Hall, University of Alberta, Edmonton, Alberta, Canada, 1970, 9 p.

To study the rate of growth of graduate enrollment from 1964-65 to 1969-70, and comparing data for Canada. Data for this survey obtained from the University of Alberta Summary of Statistics 1964-65 to 1969-70, Report of the Board of Governors of the University of Alberta, Alberta Universities Commission and Dominion Bureau of Statistics "Survey of Higher Education."

130. Kraft, John D. Sources of Influence to Seek a Nomination to USMA for the Class of 1973, Office of Institutional Research, USMA, West Point, New York 10996, 1970, 80 p.

This report investigates the factors influencing cadet decisions to seek a nomination to USMA. The data were obtained from a survey administered to the admitted Class of 1973 just prior to their arrival.

131. Lankford, F. L., Jr. and Taylor, Alton L. College and University Student Migration: The Case of Virginia, Institute of Government, University of Virginia 22903, 1971, 15 p.

College student migration patterns in the State of Virginia were compared with neighboring states and in relation to public vs. private institutions male and female students, and tuition costs.

132. Lankford, F. L., Jr. and Taylor, Alton L. Top-Quarter Seniors in Virginia Public High Schools, Spring 1970; Part I: Post High School Plans by Sex and Type of High School. Part II: Selected Achievement Characteristics, Office of Institutional Analysis, University of Virginia, Charlottesville, Virginia 22903, 1971, 7 p.

Seniors enrolled in the public high schools in Virginia were surveyed during May, 1970. The top-quarter seniors were examined in relation to sex, type of high school, post-high school plans, and selected achievement variables.

133. McLaughlin, Captain Gerald W. A Multidimensional View of Cadets' Decision to Seek a USMA Nomination, Office of Institutional Research, USMA, West Point, New York 10996, 1970, 20 p.

Factor Analysis is used to determine six dimensions from a set of 32 items relating to an individual's decision to seek a nomination to USMA. Scoring formulae are developed for the six dimensions. Two independent second order dimensions were obtained.

134. Stordahl, Kalmer. The Freshmen No Show, Office of Institutional Research, Northern Michigan University, Marquette, Michigan 49855, 1970, 8 p.

A mailed questionnaire was used to ascertain the educational status or plans of a sample of no-show students and the influence of several factors on their decision not to enroll. Those enrolled elsewhere considered the desire to be close to home the most important influence on their decision; those not in college considered inadequate financial resources most important.

135. Taylor, Alton L. Early Decision Applicants to the University of Virginia, 1967-70, Office of Institutional Analysis, University of Virginia, Charlottesville, Virginia 22903, 1971, 22 p.

Students who applied and were accepted to enroll at the University of Virginia while juniors in high school were identified during the academic sessions of 1967 through 1970. Selected academic achievement features, interests, and socio-economic characteristics were reported.

136. Taylor, Alton L. The Academic Record of Students Entering the University of Virginia 1962-1970 Who Took Advanced Placement Examinations: A Fourth Report, Office of Institutional Analysis, University of Virginia, Charlottesville, Virginia 22903, 1971, 28 p.

Students taking Advanced Placement Examinations at the University of Virginia, 1962-1970, are analyzed in relation to exams taken and their academic records while enrolled at the University.

137. Willingham, Warren W. Admission of Minority Students in Midwestern Colleges: Higher Education Surveys, Report No. 1, Publications Order Office, College Entrance Examination Board, Box 592, Princeton, New Jersey 08540, 1970, 27 p.

This survey reports recent experience of colleges in recruiting and enrolling minority students. Results were based upon responses of a representative group of 129 four-year institutions in the Midwest. Some specific concerns of the survey were: the number of institutions actively working to enroll minorities, recruiting methods most often used, financial support.

See Also: 40, 86, 89, 98, 102, 103, 104, 105, 108, 110, 163, 167, & 170.

PREDICTION AND ACADEMIC PERFORMANCE

138. Blai, Boris, Jr. Cumulative Averages and Activities "Joiners" (IRR 71-15), Dr. Boris Blai, Jr., Harcum Junior College, Bryn Mawr, Pennsylvania, 1971, 2 p.

Among two samples of N=50, each of Harcum students, it was found that students earning 'honors' cumulative grade-point averages do join more college-sponsored activities than non-honors students. Evidently, higher levels of student activities participation does not adversely affect the quality of academic achievement.

139. Blai, Boris, Jr. Faculty-Evaluated Bases for Unsatisfactory Student Grades, Dr. Boris Blai, Jr., Harcum Junior College, Bryn Mawr, Pennsylvania, 1970, 3 p.

Follow-up analysis of Academic Counseling Forms revealed that "D" and "F" grades were assigned for the following reasons: 1st - poor test and exam scores (32%); 2nd - Does not attend class (16%); 3rd - Does not participate in class discussions (12%); 4th - Does not complete assignments (10%); 5th - Does not prepare written assignments (6%); the remaining 24% were distributed among 11 other reasons, each representing 3% or less of the total.

140. Blai, Boris, Jr. Learning Conflict Among Left-handed, Mixed-Dominance Individuals (IRR 71-18), Dr. Boris Blai, Jr., Harcum Junior College, Bryn Mawr, Pennsylvania, 1971, 3 p.

Statistically significant differences between small samples of mixed and unmixed dominance female college freshmen were found. If such mixed-dominance among left handers can, through replication of this exploratory inquiry, be reliably associated with learning problems (conflicts), as reflected in lowered academic performance, early identification of this fact might well be of material assistance to those individuals.

141. Blai, Boris, Jr. Roommate Impact Upon Academic Performance, Dr. Boris Blai, Jr., Harcum Junior College, Bryn Mawr, Pennslyvania, 1971, 3 p.

The most frequently offered justification for ability tracking in education is the assumption that the student will develop better academically if grouped with students of similar ability. At Harcum it was found that when "Above Average" students were assigned as roommates for "Average" or "Below Average" students, significantly higher levels of academic achievement were attained by the average and below-average students, as a group.

142. Blai, Boris, Jr. "Success of "Calculated Risk" Students at Harcum Junior College (IRR 70-36), Dr. Boris Blai, Jr., Harcum Junior College, Bryn Mawr, Pennsylvania, 1970, 4 p.

As revealed in this and two previous studies, it is concluded that substantial evidence exists to recommend the continued, careful selection and matriculation at Harcum of so-called "marginal" or academic-risk applicants. Such "calculated risk" students can and do persist to Harcum graduation & do succeed in gaining acceptance to four-year institutions. This suggests that additional research should be undertaken to seek to ascertain factors, intellective or non-intellective, can reliably differentiate between college applicants who may be expected to 'succeed' (graduate) and those who may be expected to fall by the wayside.

143. Gramza, Ken R.; Cisco, Narda; and Jakovich, Cecilia. Measuring the impact of FCC on the Intellectual Growth of its Student Body, Federal City College, Office of Institutional Research, Washington, D.C., 1971, 69 p.

Discusses the problems facing higher education and Federal City College, the need for an educational assessment technique and how this technique could be the foundation for providing models, systems, instruments, tests, and approaches for measuring educational outcomes in future planning. A comprehensive literature review of performance evaluation techniques is included.

144. McLaughlin, Gerald W.; Montgomery, James R.; and Delohery, Pat D. A Statistical Analysis of a Pass-Fail Grading System, Office of Institutional Research, V.P.I. and State University, Blacksburg, Virginia 24061, 1971, 12 p.

This research investigates the effect that taking courses for pass-fail credit has on students' quarterly grades. Utilizing the pass-fail option produces higher grades even after prior grade point average and academic year are considered. Some comparisons are also made involving a sample of eligible students not taking courses for pass-fail credit. (Copy of article has been sent to ERIC).

145. Melnick, Murray, Ph.D.; Lichtenstein, Pauline; and Schubert, Alida. The Academic Performance of Students Who Transfer after Two Years, Center for the Study of Higher Education, Hofstra University, Hempstead, New York 11550, 1970, 18 p.

Data on the third and fourth year college performance of the 233 transfer students who entered Hofstra in Sept. 1966 as juniors from both two- and four-year colleges and a sample of 89 native juniors was analyzed. The relationship between performance (GPA) at Hofstra and high-school decile, SAT verbal scores, sex, and cumulative two year GPA's on entry was investigated along with a comparison between third and fourth year performance. Among other things, it was concluded that in both the third and fourth years the GPA of those who transferred from two-year colleges was significantly lower than those who transferred from four-year colleges, or who entered Hofstra as freshman.

146. Melnick, Murray and Schubert, Alida. The Relation Between Scores on the Admission Test for Graduate Study in Business (ASTGB), Undergraduate GPA, and Grades in Graduate Core Courses in the M.B.A. Business Program at Hofstra University, Center for the Study of Higher Education, Hofstra University, Hempstead, New York 11550, 1969, 4 p.

    The Admission Test for Graduate Study in Business scores and undergraduate GPA's of a group of 49 MBA recipients and 380 rejected MBA applicants were compared. MBA recipients tended to have higher ASTGB scores and undergraduate GPA's than did rejected applicants but these measures did not appear to be efficient predictors of actual performance in graduate school, since near zero correlations were found between them and grades in core courses in the MBA program.

147. Morishima, James K.; Balint, Julie; and Fiedler, Judith. Faculty Attitudes Toward the Awarding of P, P/W, E/W and I Grades, Office of Institutional Educational Research, 1400 N.E. Campus Parkway, 530 Schmitz Hall, University of Washington, Seattle, Washington 98195, 1971, 17 p.

    Reports of interviews with a 5% sample of University of Washington faculty members on their use of and attitudes toward Pass, Pass/Withdrawal, Fail/Withdrawal and Incomplete grades. Standards for the award of these grades are evaluated.

148. Stordahl, Kalmer. Predictive Validity of the Graduate Record Aptitude Test, Office of Institutional Research, Northern Michigan University, Marquette, Michigan 49855, 1970, 4 p.

    Predictive validity of the GRE and undergraduate grade point average in a master's degree program was studied. The best single predictor of the criterion (graduate GPA) was undergraduate GPA; addition of GRE-V and GRE-Q did not contribute significantly to prediction of criterion.

149. Sunley, Traer. Inventory of Standardized Tests for Assessment of Intellectual Impact, Federal City College, Office of Institutional Research, Washington, D.C., 1971, 22 p.

    In a preliminary inventory, an attempt was made to identify commercially available test instruments in seven areas believed to be important in measuring intellectual impact. In the final inventory, validity, reliability, and normative data were gathered on those tests selected from the initial inventory because of their potential usefulness in measuring intellectual impact. Each instrument selected is briefly described and its suitability noted.

150. Sunley, Traer. Planning for Educational Assessment of Freshman Studies: An Investigation of Instructional Objectives, Cultural Bias and Test Analysis Instruments, Federal City College, Office of Institutional Research, Washington, D.C., 1971, 32 p.

This investigation focuses on evaluating the performance of Federal City College (FCC) students, specifically at the freshman level. Areas covered include (1) identifying the instructional objectives of the Freshman Studies Program and their relation to the general aims of FCC, (2) a literature review of bias in standardized tests, (3) an analysis of test instruments, and (4) recommendations.

See Also: 89, 163, 172, & 174.

PERCEPTION OF THE COLLEGE ENVIRONMENT

151. Clements, William H. Follow-up of Non-Teaching Graduates, Office of Institutional Research, University of Wisconsin - Stevens Point, Stevens Point, Wisconsin 54481, 1971, 142 p., $1.50.

Non-teaching graduates of 1969 and 1970 were asked to report where they are, what they are doing, what their earnings are, and what they thought of such services as placement, financial aids, and advising while in school. Responses are tallied by sex, college, and major of graduates, more than 68% of whom responded. The study reveals job market trends.

152. Faulman, Jane. 1970 Senior Survey, University Research, State University of New York at Buffalo, 316 Harriman Library, Buffalo, New York 14214, 1971, 68 p., $1.50.

This is the second of a series of questionnaire surveys of SUNY/B senior's opinions and attitudes toward their university experiences and their future plans. Graduating seniors who had matriculated in 1966 were compared with those who either had begun prior to 1966 or had transferred into SUNY/B. Men and women were also compared. The data reported describes student participation in organizations and activities, their opinions of their academic and perscnal experiences, and their career plans and expectations.

153. Garside, Jayne G., Ph. D. International Experiment in Dormitory Living, Jayne Garside, Ph.D., Director of Institutional Research, Church College of Hawaii, Laie, Hawaii 96762, 1971, 1 p.

The Family Home Living Unit Program at Church College was established to provide opportunity for the women students to live in an intercultural setting. In the various units, many cultures are represented. The women eating their meals together, plan menus, shop, and function as families, but, with their racial mixture, communicate across cultural lines.

154. Morishima, James K. and Fiedler, Judith. Parallel Items: Faculty and Student Advising Questionnaire, Office of Institutional Educational Research, 1400 N.E. Campus Parkway, 530 Schmitz Hall, University of Washington, Seattle, Washington 98195, 1971, 10 p.

Further analysis of the results of concurrent surveys of students and faculty advisors on attitudes toward and experiences with the student advising system at UW. This report compares student and faculty response on similar items. Outstanding differences are found in the divergent views of advising purposes and functions.

155. Morishima, James K.; Fiedler, Judith; and Hargrave, Mary. Student Evaluation of Three Credit/No Credit Options, Office of Institutional Educational Research, 1400 N.E. Campus Parkway, University of Washington, Seattle, Washington 98195, 1971, 25 p.

Results of a survey of University of Washington Students on their preferences among three types of Credit/No Credit grading options. Students showed most desire for a plan which emphasized students choice in implementing the proposals.

156. Morishima, James K.; Fiedler, Judith; and Heffner, Beth. Survey of Student Opinion on the UW Daily, Office of Institutional Educational Research, 1400 N.E. Campus Parkway, 530 Schmitz Hall, University of Washington, Seattle, Washington 98195, 1971, 17 p.

Results of a survey of student's news interests, opinions on the University newspaper, and attitudes toward student organizations. Findings indicate a generally moderate political stance and interest in news. An overwhelming 96% of the students felt either unaffected or unfavorably affected by actions of the student government.

157. Ryba, Gary. Senior Attitudes on Current Issues, University Research, State University of New York at Buffalo, 316 Harriman Library, Buffalo, New York 14214, 1970, 11 p., $0.50.

Presents data from free response attitudes on civil rights, Vietnam, poverty, selective service and East-West differences and whether these had changed since entering college. Data were obtained from part of a random sample of graduating seniors responding to 1969 Senior Survey. (See Annotated Bibliography 1969-70 No. 215)

158. Ryba, Gary. What Can We Learn From It? Student Reaction to Campus Disruption: Spring '69, University Research, State University of New York 14214, 1970, 15 p., $0.50.

Presents a description of Student reaction to student demands and campus disorders of Spring, 1969. Data were obtained from juniors who were part of a random sample participating in a longitudinal interview study. Representative student quotes are included.

159. Stordahl, Kalmer. Student Reactions to the 1970 Summer Session, Office of Institutional Research, Northern Michigan University, Marquette, Michigan 49855, 1971, 7 p.

A brief questionnaire was used to obtain student reactions to selected aspects of their summer session experience. In general, students reacted much more favorably to academic than non-academic aspects of their experience. Rated most favorably was quality of instruction; least favorably, campus parking and housing.

160. Wolfe, Nancy S. The University Experience - The Second Year. BOAC Interview Study 3, 1966 Freshman Class, University Research, State University of New York at Buffalo, 316 Harriman Library, Buffalo, New York 14214, 1971, 141 p., $2.50.

Presents the viewpoints of a stratified (males, females, residents, commuters) random sample selected from the 1966 entering freshman class to be followed for ten years. In their third interview, during the spring of their sophomore year, students discussed their reactions to the university experience, attitudes and opinions about the university, involvement in university life, attitudes toward faculty and course work, perceptions of their personal attitudes, valued experience, and concerns, and future goals. Frequency tables, discussion of salient findings, and representative quotations from students comprise the format of this report.

See Also: 32, 83, 89, 100, 121, & 174.

RETENTION, ATTRITION, AND TRANSFER

161. Asher, E. J., Jr. The Student Attendance and Attrition Patterns for the Entering Class of 1966 at Western Michigan University, Office of Institutional Research, Western Michigan University, Kalamazoo, Michigan 49001, 1971, 13 p.

    This was a study of attrition rates at Western Michigan University. The entering class of 1966 was followed through drop out, stop out and graduation. Causes of attrition were studied and categorized for males and females. Graduation rates for this class was found to be similar to that at other universities.

162. Blai, Boris, Jr. Student Retention and Withdrawals at Harcum, Dr. Boris Blai, Jr., Harcum Junior College, Bryn Mawr, Pennsylvania, 1970, 4 p.

    The student 'holding power' of a college is one of the significant indices of its effectiveness. Loss of students is a costly phenomenon even though some of those 'lost' to the college do transfer after their first year to other institutions to complete baccalaureate level programs. Various counseling and advisory services are discussed which helped produce low voluntary-withdrawal rates averaging 6% annually over a four-year period.

163. Burton, Dee; Van Bennekum, Janet; Wlodarczyk, Sheridan. Who Transfers to FDU: An Interim Report, Office of Institutional Studies, Fairleigh Dickinson University, Rutherford, New Jersey 07070, 1971, 73 p.

    Two-year and four-and-four-and-more-year college transfer students are compared on the basis of traditional measures of academic aptitude at time of initial entrance to college and GPA after transfer to a large university.

164. Lach, Ivan J. Report of a Study to Determine the Best Criteria for Predicting Success of Two-Year College Transfer Students at the Four-Year Colleges, Ivan J. Lach, Director of Admissions, Records & Research, Lake Land College, Mattoon, Illinois 61938, 1971, 10 p.

    This study involved the analysis of various academic variables of community college transfer students which were considered to be predictors of success after transfer. Analyzed were ACT scores, high school rank, grade point average at the junior college, number of credit hours earned at the junior college, academic status at the junior college, type of program in which enrolled at the junior college and sex of the student. The results showed that grade point average at the junior college was the only significant predictor of success after transfer.

165. Loeb, Jane; Duff, Franklin L.; and Sharman, Heather. Efficiency in Graduate Degree Productivity: II Degree Productivity by Sex, University Bureau of Institutional Research, 409-252 East Chalmers, Champaign, Illinois 61820, 1971, 91 p.

A study of the sex differences in graduate degree productivity, in terms of both percent of students obtaining a degree and length of time to the degree, for students who first enrolled in graduate programs at the University of Illinois during 1963-64. The data were analyzed separately by curricular area and the results were compared with similar data for a national sample of Woodrow Wilson fellows.

166. Lucas, John A. Follow-Up Survey of Harper Alumni as of Summer - 1970, Office of Planning & Development, William Rainey Harper College, Palatine, Illinois 60067, 1971, 22 p.

This study follows up 97 percent of Harper College's recent alumni. A model is provided for carrying out follow-up studies and for evaluating instruction and curricula. A category system is proposed for the conduct of follow-up studies in general for the two year college.

167. Lucas, John A. Longitudinal Study of Academic Performance of Students Applying for Full-Time Admission Years 1967-1970, Office of Planning & Development, William Rainey Harper College, Palatine, Illinois 60067, 1971, 4 p.

Study compares performance by date of registration and compares the longitudinal performance of samples of full-time students beginning different years. Provides a model for the on-going monitoring of student performance over periods of time.

168. Lucas, John A. Survey of Students Not Returning to Harper, Fall - 1970, Office of Planning & Development, William Rainey Harper College, Palatine, Illinois 60067, 1971, 16 p.

This study follows up 76% of a sample of students who had accumulated between 12 and 47 semester hours of credit at Harper and then left. A model is provided for categorizing and for carrying out follow-up studies and for evaluating instruction and curricula.

169. McDermott, Marie. Proportion of Hofstra Freshmen in Graduating Classes, Center for the Study of Higher Education, Hofstra University, Hempstead, New York 11550, 1971, 4 p.

Five graduating classes (1970, 1969, 1968, 1967, 1966) were investigated in terms of the proportion of graduates who had entered Hofstra as freshmen and the proportion of graduates who transferred to Hofstra from another school. The percentages were consistent when compared year to year. Approximately 50% of all Hofstra graduates were also Hofstra freshmen. 22 % of the Hofstra-freshmen graduates took more than four years to graduate. The greatest single proportion (about 45%) of the graduating transfers entered Hofstra two years before graduation with most of them having between 51 and 70 credits.

170. Office of Institutional Research. Application and Enrollment Patterns of Transfer Students, Fall 1970, State University of New York, Central Staff Office of Institutional Research, 8 Thurlow Terrace, Albany, New York 12201, 1971, 100 p.

This is the first detailed study of transfer students to be published by the Office of Institutional Research. It was conducted in response to the many requests for basic information about the inter-campus mobility of students attending institutions under the program of the State University of New York.

171. Stordahl, Kalmer. Persistence in College: The Freshmen Class of 1963, Office of Institutional Research, Northern Michigan University, Marquette, Michigan 49855, 1970, 8 p.

University records were used to study the persistence in college of the 1963 Freshmen over a period of five years. About 45 per cent had graduated, 25 per cent transferred, and 30 per cent had dropped out of college. Over half of the graduates had attended more than eight semesters; most transfers and dropouts occurred within the first two years.

See Also: 119, 120, 143, 173, & 174.

MISCELLANEOUS

172. Blai, Boris, Jr. Educational Progress Through Relevant Research (IRR 71-21), Dr. Boris Blai, Jr., Harcum Junior College, Bryn Mawr, Pennsylvania, 1971, 9 p., $1.00.

    Abstracts of Institutional Research Reports (IRR's) issued January to June 1971, grouped under the headings: I - Student Academic Achievement; II - College Curricula, Programs & Characteristics; III - Student Characteristics; IV - Faculty Comments, Views & Evaluations; V - Miscellaneous Reports; VI - Published Articles Abstracts.

173. Blai, Boris, Jr. Research Office Publications - Annual Abstracts Supplement (IRR 71-26), Dr. Boris Blai, Jr., Harcum Junior College, Bryn Mawr, Pennsylvania, 1971, 5 p.

    The research described includes several dimensions of college-related operations, both curricular and co-curricular. Reporting essentially institutional, applied research inquiries, also included are several studies concerned with 'pure' or theoretical inquiries.

174. Bromley, Dr. Ann. Research, Innovation and Experimentation, Office of Research, Santa Fe Junior College, 723 West University Avenue, Gainesville, Florida 32601, 1971, 126 p.

    An annually published booklet, it contains brief descriptions and results of research activities conducted at Santa Fe Junior College. Included are reports by faculty, administrators, students, and university graduate students for whom the college served as a laboratory. Classroom, college-wide, and inter-institutional activities are presented in the collection.

175. Butler, Dr. Richard and McLaughlin, Captain Gerald W. Dimensions of Job Satisfaction-Dissatisfaction and their Relationship to Military Commitment and Retention Among U.S. Military Academy Graduates, Office of Institutional Research, USMA, West Point, New York 10996, 1971, 34 p.

    The purposes of this study were to identify both military and civilian sources of career satisfaction and dissatisfaction among graduates of the U.S. Military Academy and to relate these sources to military commitment.

176. Chambers, Jack A; Poore, Ray V.; Anderson, Donald A.; Hansen, Odille; Poore, Jesse H., Jr.; and Morgan, James L. Computer Networking: Experimentation in Higher Education, Dr. Jack A. Chambers, Research Professor and Director Computer Research Center, University of South Florida, Tampa, Florida 33620, 1971, 60 p.

A nationwide study of computer sharing among public institutions of higher education in the 48 contiguous states, plus a review of the current literature on networking. Authors discuss the variables which should be considered prior to and in the development of networks, and present their conclusions regarding networking.

177. Gramza, Ken R. and Carter, Al. An Examination of Comparative Expenditures for Full-Time Equivalent Students at Federal City College and Public Institutions of Higher Education in Maryland and Virginia and the National Average, Federal City College, Office of Institutional Research, Washington, D.C., 9 p.

This examination was conducted in order to respond to specific inquiries from congressional committees on how much FCC is spending on the education of full-time equivalent students and how these expenditures compare with national and local public academic institutions. It also sets the basis for methodology enabling FCC to respond to such inquiries on recurring basis, and provides a framework for checking the reality of future budget estimates.

178. Griffitts, Horace. TCJC: Its Economic Impact in tis Service Area, Tarrant Co. Jr. College, Office of Research, 1400 Fort Worth National Bank, Fort Worth, Texas 76102, 1971, 51 p.

Study determines direct economic inputs by students and employees into County's economy; also provides some demographic data appropriate to the dispersion of the input throughout the County.

179. Jordan, Edward D. Student Credit Hour Distribution within the University: Its Implications for Tuition Income Allocation, Institutional Research and Planning Office, Catholic University of America, 4th and Michigan N.E., Washington, D.C. 20017, 1971, 39 p., $3.00.

This report investigates the distribution of student course loads among the schools and departments of the university, using as the central classification the students' major field. Tuition allocation by major only is compared with allocation according to both major and service functions of each school and department.

180. Keene, T. Wayne and Strenglein, D. D. Fact Book of the University of South Florida, Office of Academic Services, University of South Florida, Tampa, Florida 33620, 1970, 150 p.

This publication presents basic institutional information in tabular form for use by the faculty and administration in planning and evaluation, grant proposals, public relations and the like. It covers the first eleven years of operation of USF (1960-1970) and its loose leaf format allows periodic up-dating. Included is information on Enrollment, Degrees and Grades, Faculty and Staffing, Fiscal Analysis, Space, and Library Holdings.

181. McLaughlin, Captain Gerald W. and Butler, Dr. Richard P. Perceived Importance of Various Job Characteristics by West Point Graduates, Office of Institutional Research, USMA, West Point, New York 10996, 1971, 22 p.

> The first purpose of the present study was to gather information on the importance that United States Military Academy graduates attach to various job characteristics. A second purpose was to see if Maslow's need structure offers a useful theoretical basis for interpreting the graduates' need structure insofar as their jobs are concerned.

182. Office of Institutional Research, Academic Library Statistics, 1969-1970, State University of New York, Central Staff Office of Institutional Research, 8 Thurlow Terrace, Albany, New York 12201, 1971, 63 p.

> This report covers two time periods, ther 1969-1970 fiscal year for volumes held and interlibrary loans, and Fall 1969 and 1970 for staff, salaries, and student enrollments.

183. Reti, Margaret. Fact Book 1970-71, Office of Institutional Research, The University of Calgary, Report No. 55, Calgary, Alberta, Canada, 1971, 70 p.

> Statistical parameters on Students, Courses, Staff, Finance and Space at the University of Calgary covering the period 1962-1971.

See Also: 14, 127, 154, & 155.

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